

Inspection of Get Along Gang Playgroup

Concorde Youth Centre, Kingsmead Way, London E9 5PP

Inspection date: 17 January 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Staff have high expectations of children. They support children to learn through play. All children make good progress in their learning from when they start. Children follow instructions, are well behaved, and are considerate towards each other. Children are happy and secure and have good relationships with staff and their peers. Staff provide children with stimulating and exciting learning opportunities. Children show their enjoyment through their facial expressions and eagerness to get involved. For example, children climb onto different-sized apparatus. They develop their physical skills and coordination well. Children learn to wait and take turns. Staff teach children about gardening. Children grow different herbs indoors. They nourish the herbs, watering them daily. Children eventually add the herbs to their food to eat, such as in cress sandwiches.

Staff take children on regular visits into the local area. Children enjoy nature walks along the canal, walks to the park, and visits to local café and shops. These trips help to support children's awareness of the world around them and the people who live in it. They also enrich children's learning experiences and help to prepare them for their future success. Children enjoy back-and-forth discussions with staff about what they see on their visits, adding to their developing vocabulary and interests.

What does the early years setting do well and what does it need to do better?

- Staff carry out daily risk assessments indoors and outdoors. This helps to ensure that any possible hazards to children are identified and removed, which helps to keep children safe.
- Staff demonstrate a good understanding of safeguarding procedures. They attend regular training to update their knowledge. Staff understand how to recognise any concerns about a child's well-being and how and who to report to. Leaders ensure that safer recruitment procedures are followed so that all staff are suitable and safe to be around children.
- Parent partnership is a key strength at the setting. Parents speak highly of staff and the care and education that their children receive. For example, staff communicate very well with parents, keeping them updated about their child's progress and next steps in learning. Staff encourage parents to support their children further at home by offering different ideas to complete at home.
- Leaders have a good understanding of the curriculum, and ensure that children are offered a good range of learning opportunities. Staff sequence activities well, so that all children achieve according to their needs and abilities. Activities are varied and well thought out, and children access good-quality resources, all of which supports their learning. However, some activities are not as well planned as others. Consequently, children become disinterested and move away. Therefore, children miss out on learning new skills to enable them to apply these

in different situations.

- Staff support children with special educational needs and/or disabilities well. For example, staff identify children's individual needs on entry. They work closely with parents and external agencies to ensure that appropriate support is given to families. As a result, children are well prepared for their move onto school.
- Children's growing independence is promoted well. Children understand hygiene routines. Staff ensure children's privacy during nappy changing routines. This helps to support children to learn the skills they need for school.
- Children enjoy healthy snacks and drinks. Mealtimes are a happy and sociable part of the routine. Staff eat with the children. Children learn the importance of healthy lifestyles as they talk about what foods they are eating.
- Leaders prioritise the well-being of staff. All staff take part in regular supervisions and discuss the children's needs as well as their own. Staff are encouraged to attend further training to support their ongoing professional development.
- Staff read stories to children and talk about the pictures and the stories. For instance, children learn about a hungry caterpillar and all the food the caterpillar eats. This helps to encourage conversations, building on children's vocabulary.
- Children enjoy pretend play in small groups. They share resources in the home corner, all of which are real-life objects. This helps them to build relationships with each other and act out their own ideas and experiences.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- ensure that planned activities are meaningful and well prepared to help children to use what they have learned and apply it to different situations.

Setting details

Unique reference number	EY543607
Local authority	Hackney
Inspection number	10306390
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	32
Number of children on roll	8
Name of registered person	Get Along Gang Playgroup Committee
Registered person unique reference number	RP523718
Telephone number	07944407889
Date of previous inspection	17 July 2023

Information about this early years setting

Get Along Gang Playgroup registered in 2017. It is based at Concorde Youth Centre, in the London Borough of Hackney. The provision operates from 8.45am to 2.45pm, five days a week, during term time only. The provider employs four staff. All staff hold relevant qualifications from levels 2 to 6.

Information about this inspection

Inspector
Caroline Preston

Inspection activities

- The inspector discussed any ongoing impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children and staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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